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ABSTRACT

This booklet presents the most comprehensive review of school programs designed to prevent alcohol, tobacco, and drug use currently available. The information it provides should help teachers, school principals, and other concerned citizens determine how to spend scarce prevention dollars. Many parents assume that school prevention programs will protect their children from drugs. The information provided here is intended to provide a bridge between research and practice so as to stimulate community discussion over which programs are best suited to a community's needs. The programs examined here are divided into four categories: comprehensive health programs, K-12 programs, elementary and middle school programs, and middle and high school programs. Each category contains program descriptions followed by three charts. The charts provide basic information about the program, such as: year created, cost, developmental appropriateness, and ease of administration; curriculum coverage of awareness and resistance skills, including refusal skills and normative education; and curriculum coverage of life skills, including self esteem, decision making, and stress management. Also identified are some of the key elements, such as teacher training and support and family involvement, that make up effective drug prevention curricula. Contains an index to programs, and a list of sources. (RJM)

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Making the Grade:

A Guide to School
Drug Prevention Programs

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Table of Contents

Prevention Curriculum Making Programs Work	1
Appendix to the Guide	4
Improvements in Health Programs	6
Curriculum Coverage of Awareness Skills	10
Curriculum Coverage of Life Skills	11
K-12 Drug Prevention Programs	13
Program Descriptions	13
General Information	13
Curriculum Coverage of Awareness Skills	13
Curriculum Coverage of Life Skills	13
Elementary and Middle School Drug Prevention Programs	19
Program Descriptions	19
General Information	19
Curriculum Coverage of Awareness and Resistance Skills	19
Curriculum Coverage of Life Skills	19
Middle and High School Drug Prevention Programs	25
Program Descriptions	25
General Information	25
Curriculum Coverage of Awareness and Resistance Skills	25
Curriculum Coverage of Life Skills	25
Evaluation Studies	32
Methodology	34
Sources	35
Index to Programs	36

Drug Prevention Curricula: Making Programs Work



Making the Grade is the most comprehensive review currently available of school programs designed to prevent alcohol, tobacco and drug use. The information it provides should help teachers, school principals and other concerned citizens determine how to spend scarce prevention dollars. Many parents assume that school prevention programs will protect their children from drugs; we hope this guide will help them judge for themselves the adequacy of these efforts. These choices are particularly important now: teen drug use is increasing rapidly for the first time in more than a decade.

Much has been learned in recent years about what works in prevention, but this information is often highly technical, published in academic journals not readily accessible to the public. *Making the Grade* is intended to provide a

bridge between research and practice that will stimulate community discussion of which programs are best suited to their needs. We hope the guide will increase public understanding of school-based prevention as well as encourage curricula developers to improve the effectiveness of their programs.

Key Elements of Effective Drug Prevention Curricula

Extensive research studies during the past two decades point to certain elements that are key to successful prevention teaching. *Making the Grade* assesses the extent to which curricula address these key areas and whether program activities promote the necessary skills. The guide rates how well each program:

- ★ helps students recognize internal pressures, like anxiety and stress, and external pressures, like peer attitudes and advertising, that influence them to use alcohol, tobacco, and drugs;
- ★ develops personal, social and refusal skills to resist these pressures;
- ★ teaches that using drugs, alcohol, and tobacco are not the norm among teenagers, even if students think that "everyone is doing it." (Research suggests this normative education is essential in prevention);
- ★ provides developmentally appropriate material and activities, including information about the short-term effects and long-term consequences of alcohol, tobacco, and drugs;
- ★ uses interactive teaching techniques, such as role plays, discussion, brainstorming and cooperative learning;
- ★ covers necessary prevention elements in at least ten sessions a year (with a minimum of three to five booster sessions in two succeeding years);
- ★ actively involves the family and the community;
- ★ includes teacher training and support;
- ★ contains material that is easy for teachers to implement and culturally relevant for students.

Challenges to Effective Program Implementation

Even the best designed program can show uneven results because of obstacles to implementation. Schools facing competing demands and shrinking budgets may find it difficult to undertake sustained prevention initiatives. Further, the most effective curricula require active teacher engagement with students in role plays, cooperative learning and discussion. Many teachers feel more comfortable with the traditional "chalk and talk" techniques that deliver information rather than develop behavioral skills. Without special training in how to teach a particular prevention curriculum, many teachers will be unable to implement the program effectively. Even



with training, teachers may not understand the key elements of prevention sufficiently well to select the essential portions when curricula are too long to be taught in their entirety. Teachers may need explicit guidance in order to avoid inadvertently skipping critically important lessons. Although several programs provide toll-free telephone support for teachers to answer questions as they arise, continuing staff development would increase the impact of school prevention efforts.

Teachers may also need detailed instructions on how to make curriculum materials culturally relevant for ethnically diverse student groups. Although many programs use multi-ethnic names

or models and some are translated into other languages, very few directly describe how teachers can adapt material for widely diverse classrooms.

Making the Grade includes twelve comprehensive health programs that cover a wide range of subjects such as nutrition, hygiene and human biology in addition to drugs, alcohol, and tobacco. These programs are substantially longer and involve more classroom time than those that focus solely on substance abuse. However, if they are properly implemented, the comprehensive curricula provide teachers a continuing opportunity to emphasize prevention in a broader context as well as to encourage students to develop effective refusal, personal, and social skills.

Obstacles to Prevention

Prevention programs reach less than half the nation's school children, and many of the programs that are used do not adequately cover the key elements of prevention. Moreover, most programs do not provide booster sessions to reinforce important prevention skills during high school, when peer pressure greatly intensifies. Prevention does not work in isolated doses; it must begin early and be repeated regularly.

Programs that show positive results after extensive evaluation are often not aggressively marketed. Others that are widely used still need large scale longitudinal evaluations to determine whether they work.

Evaluation is critically important to know whether a program has a measurable impact on behavior: that is, does the program actually prevent new drug, alcohol and tobacco use? Although many of the curricula described in *Making the Grade* have some type of evaluation, only ten have evaluations that meet our criteria: namely, extensive studies, published in peer-reviewed journals, that use pretest, post-test control group designs measuring reductions in tobacco, drug and/or alcohol use. Some of these programs show strong behavioral results; however, these outcomes tend to diminish over time. Yet any delay in starting to smoke, drink and use drugs is beneficial, since children gain time to develop social competence and strength to resist

outside influences. Moreover, booster sessions greatly improve program effectiveness by reinforcing prevention skills during the adolescent years when peer pressures increase.

Even the best prevention curriculum does not inoculate children for life; skills must be practiced. Unfortunately, very few programs have been developed specifically for high school students. Although selling tobacco and alcohol to minors is illegal, smoking and drinking are common experiences for teenagers, making resistance more difficult for those who do not want to use. Family and community involvement to support the older adolescent are particularly important.

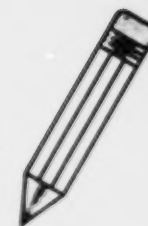
Importance of Community Involvement

While school programs can achieve impressive prevention results, families and communities shape the larger social context in which children make decisions about alcohol, tobacco, and drug use. Prevention is most effective when school lessons are reinforced by a clear, consistent social message that teen alcohol, tobacco, and drug use is harmful, unacceptable and illegal. Involving families and communities in prevention, as many of these curricula do, is very important.

Separate parent programs, like *Preparing For the Drug Free Years* and *Strengthening Families*, engage families in learning to examine their own attitudes and in helping their children resist drugs. Other programs like *PRIDE* and *Friday Night Live* work with

schools and communities to strengthen the social consensus against drugs and alcohol and to develop drug-free activities for teenagers. In inner-city neighborhoods, Boys and Girls Clubs hold after-school classes using a specially designed curriculum, *SMARTMoves* that links prevention teaching with recreational, educational and vocational opportunities.

Communities across the country are building promising prevention programs that bring together local resources to help children resist alcohol, tobacco and drugs. These programs greatly enhance the impact of school curricula as well as demonstrate community resolve to make prevention a reality for all our children.



Making the Grade – A Guide to the Guide

Program Descriptions

Making the Grade programs are divided into four categories: comprehensive health programs, k-12 programs, elementary and middle school programs, and middle and high school programs. Each category contains program descriptions followed by three charts. Descriptions are organized as follows:

- ▲ general program elements; areas of strength.
- ▼ problems the reviewers see with the program; areas for improvement.
- special elements of the program; extras: cultural sensitivity.

General Information

This chart provides basic information about each program, using symbols for the following *qualitative* ratings where appropriate:

- A excellent
- B good
- C satisfactory
- poor
- F very poor

Year created/year revised - lists the years of first publication and most recent revision.

Cost - calculates the curriculum cost for one class of 30 students for one year. A range of price indicates that prices vary at different grade levels. With most programs, this is a one-time expenditure and any future expenses are for consumable materials, such as workbooks. Some programs assume that materials will be shared among same-grade classes. Many programs offer extras at additional cost; these are not included. Each school will have to calculate its own final cost.

Developmental Appropriateness - assesses whether the materials and lessons can be easily understood by students. Developmentally appropriate material takes into consideration the attention span, interests and academic abilities of each age and grade level.

Ease of Administration - assesses the extent to which lessons can be effectively implemented by a classroom teacher with minimum preparation.

They should contain clear instructions with adequate explanation of the purpose of each activity, time required, tips for implementation and classroom management, and background information on drugs, risk factors and prevention strategies.

Teacher Training - assesses whether training is not available (**NA**), offered (**O**), strongly recommended (**SR**) or required (**R**). Training varies considerably from program to program. The guide does not include information on the time requirements or specific costs of training.

Role Plays - assesses whether the program includes detailed instructions for role plays (which experts agree greatly strengthen the development of personal, social and refusal skills) and the extent to which the role plays emphasize skills training as well as provide opportunities for practice.

Program Quality - assesses the extent to which the program articulates its objectives, contains activities which promote these objectives and includes the key

prevention elements. Reviews whether the program's organization, length and appeal of material promote the development of essential prevention skills.

Curriculum Coverage of Awareness and Resistance Skills

A number of important skills promote the ability of young people to understand and to resist pressures to use drugs. This chart assesses the extent to which the programs address the development of these skills. On this and the next chart, the following symbols represent *quantitative* ratings of program coverage:

- 5 extensive coverage
- 4 above average coverage
- 3 sufficient coverage
- minimal coverage
- 1 no coverage

Normative Education - provides students with accurate information about the numbers of people who actually use alcohol, tobacco or drugs, in order to correct the frequent misperception that use is widespread.

Social Influences Education - teaches students to recognize social and peer influences to use drugs and to develop the cognitive skills to resist them.

Advertising Pressures Education - teaches students to recognize the purposes and effects of advertising and other media and teaches them cognitive skills to resist these influences.

Refusal Skills - teach students ways to resist pressure by others to use drugs. This includes learning ways to say no to peers effectively and assertively while still maintaining friendships.

Curriculum Coverage of Life Skills

The development of certain life skills increases the ability of young people to resist drugs. This chart assesses the extent to which each program contains the materials and activities necessary to develop these important skills.

Self Esteem - helps students develop positive feelings about themselves.

Decision Making - teaches students techniques for approaching situations in which they must make choices.

Stress Management - teaches students to recognize the positive and negative aspects of stress and to develop skills to manage stress.

Communication Skills - help students learn to listen and to express themselves effectively and avoid misunderstandings.

Social Skills - teach students skills for effective social interaction with their peers and with adults.

Assertiveness Skills - help students express their needs, likes and dislikes, and stand up for themselves.

★ Evaluation Studies

Ten programs, identified by stars in the Program Descriptions, have met the following criteria for adequate evaluation: pretest, post-test, control group

designs which measure reductions in tobacco, alcohol and/or drug use and have been published in peer-reviewed journals. This chart reports the results of these evaluations.

Other terms

Affective - concerned with emotions or feelings. The purpose of role plays can be affective, skill building, or both. One goal of prevention education is to teach young people to understand their feelings and reactions so that they can learn to control them.

Cognitive - concerned with knowledge, understanding, critical thinking, abstract thinking, analysis and integration of concepts.

Cultural sensitivity - concerned with making the content and objectives of a curriculum relevant to different ethnic, racial and economic groups.

Infusion - concerned with integrating the teaching objectives of one area into another curriculum area, for example, teaching decision making as part of a history lesson.

Interactive Teaching Techniques - concerned with engaging students actively in the learning process. They include brainstorming, class discussions, games, role plays, small group/cooperative learning and community service efforts that experts agree greatly increase prevention effectiveness. Most prevention programs include a number of these techniques.

Logical Sequence of Lessons - concerned with the extent to which programs promote personal skills first as a foundation for social skills.

Personal Skills - focus on the development of individual life skills, such as self esteem, decision making and stress management.

Comprehensive Health Programs

Program Descriptions

Actions for Health

ETR Associates

PO Box 1830

Santa Cruz, CA 95061-1830

(800) 321-4407

Grades: k-6

Colorful, engaging program with posters, workbooks, storybooks and take-home letters for families. Thirty or more lessons per year covering tobacco, alcohol and drugs. Interesting community service activities.

Since different personal or social skills are emphasized each year, program must be implemented in its entirety to cover all important prevention elements. Textbook-like manual may encourage teachers to present material in lecture form rather than discussion with students. Does not cover normative education.

Culturally diverse themes and activities throughout, but little detailed instruction on how to present these in the classroom. Extras include components on violence prevention and HIV/AIDS prevention. Suggestions for involving families.

16

Comprehensive Health for the Middle Grades

ETR Associates

PO Box 1830

Santa Cruz, CA 95061-1830

(800) 321-4407

Grades: 5-9

Fifteen attractive student/teacher resource books emphasize self-esteem, communication and social skills. Covers tobacco, alcohol and drugs. Twenty to 150 or more sessions from which a teacher may choose. Includes a no-use pledge. Teacher guide well-organized and helpful; includes tips for infusion.

Due to flexibility and length of program, important prevention material may get lost. No guidance about essential elements of drug prevention is provided.

Spanish workbooks and parent material available. Family homework assignments in each lesson. Many extra components, including community involvement, HIV/AIDS education, teen pregnancy and violence prevention.

Discover: Decisions for Health

American Guidance Service, Inc.

4201 Woodland Road

Circle Pines, MN 55014-1796

(800) 328-2560

Grades: 7-12

Broad-based health program centered on decision making to help students pursue healthy lifestyles. Addresses the major health issues faced by today's teenagers, including smoking, drinking and using drugs. Twenty-eight to 40 sessions per year. Beautiful color transparencies as teaching aids.

Development and practice of personal and social skills at times incomplete and scattered. Minimal instructions for cooperative learning activities, discussions and role plays.

Multi-cultural reviewers participated in its development. Ethnic models in photos. Instructions concerning cultural differences in lesson plans. Home and community activities encouraged. HIV/AIDS education integrated throughout program. Material on healthy sexual development and teen pregnancy prevention.

17

Entering Adulthood

ETR Associates

PO Box 1830

Santa Cruz, CA 95061-1830

(800) 321-4407

Grades: 9-12

Numerous modules covering skills related to prevention. Strong emphasis on life skills development. Twenty to 150 or more sessions covering tobacco, alcohol and drugs. The teacher may choose which to implement. Lesson plans well-organized for teachers.

Some redundancy among modules. Modules not consistent in quality; some emphasize lecture more than others and some try to cover too much material in time allotted. Due to flexibility of program, important prevention material may get lost.

Some effort to make materials sensitive to students from different cultural backgrounds, but minimal instructions to teachers. Homework involves family interviews.

Note: This program will be replaced in September 1996 by a major revision: *Choosing Health High School*. Contact the publisher for more information.

Great Body Shop

PO Box 7294
Wilton, CT 06897
(800) 782-7077

Grades: k-6

▲ Appealing, colorful, highly focused program with up to 60 lessons per year. Emphasizes hands-on learning. Content stresses knowledge, values and skills. Age-appropriate and sequentially organized. Covers drugs, alcohol and tobacco. Includes no-use pledge.

▼ Each lesson contains one substance abuse or violence prevention activity; however, some activities do not address essential elements of prevention. Different personal and social skills taught in different years. Inconsistent coverage of material may lessen effectiveness of skill development.

◻ Includes multi-cultural characters from a variety of family types as well as characters with disabilities. Parent bulletins translated into Spanish, Vietnamese, Chinese and Portuguese. Includes tips for using curriculum with special education students. Encourages family involvement through homework, letters and bulletins.

Growing Healthy

National Center for Health Education
72 Spring Street, Suite 208
New York, NY 10012-4019
(800) 551-3488

Grades: k-6

▲ Attractive program emphasizing one health education topic — digestion, respiration, circulation, etc. — each year. Forty-two to 56 lessons per year. Integrates drug information and resistance skills into health units. Strong emphasis on cooperative learning and use of learning centers. Good background materials. Emphasis on goal-setting with numerous opportunities for practice. Material on conflict resolution and violence prevention integrated into curriculum.

▼ Lesson plans are clear but may require considerable preparation time. Instructions for normative education activities weak. Skills training scattered throughout curriculum; complete implementation is necessary to cover critical drug prevention material.

◻ Workbooks in Spanish. Extra components on family, community involvement and HIV/AIDS prevention. Includes puppets, posters, cassettes and videos.

Health Skills for Life

PO Box 22936
Eugene, OR 97402
(541) 485-3708

Grades: k-12

▲ Multi-unit curriculum, covering alcohol, tobacco and drugs, with 30-50 lessons per grade. Emphasis on skill development and the interrelationship of health issues. Well-organized with good emphasis on practice of skills. Includes tests to measure students' skill development.

▼ Size of curriculum may make implementation difficult. More drug information than necessary in early grades. Curriculum can be bought in individual units at \$20 each, but there is little guidance on which units are essential. Different personal and social skills emphasized in different grades make complete implementation essential.

◻ Some lessons to help students understand students with disabilities. Suggestions for involving families. Curriculum contains components on community, HIV/AIDS and teen pregnancy.

Know Your Body

American Health Foundation
675 3rd Avenue, 11th Floor
New York, NY 10017
(212) 551-2509

Grades: k-6

▲ Attractive, 10-module curriculum to be taught for 40 minutes a week throughout the school year. Skill-builder unit promoting development of self esteem, goal setting, decision making, communication, assertiveness and stress management at beginning of each grade level. Emphasis on resistance skills training within the context of personal and social skills training. Includes age-appropriate information about tobacco, alcohol, marijuana and cocaine.

▼ Instructions for teachers are sketchy. Time required for lessons and activities is unclear, raising concern that teacher might not cover all the material.

◻ Multi-ethnic illustrations throughout the program. Translated into 7 languages. Workshops for families. Lessons on community, family, HIV/AIDS and violence integrated into curriculum. Posters, song tapes and student activity books. Puppets available at extra cost.

Michigan Model

Michigan Department of Public Health
3423 N. Martin Luther King Blvd.
Lansing, MI 48909
(517) 335-8388

Grades: k-8

▲ Very well-organized, 40 to 60 lessons per year curriculum which addresses all the elements of prevention. Includes coverage of tobacco, alcohol and drugs. Emphasizes resistance skills training within the context of social and personal skills training; provides excellent instruction for teachers as well as sufficient opportunities for student practice. Uses interactive teaching techniques well. Provides help for teachers on class discussion procedures.

▼ Length of program and some lessons raise concern whether all essential elements will be covered.

□ Suggestions throughout on how to involve parents and the community. Parent videos, magazines, newsletters. Extra components on family and HIV/AIDS prevention. Posters and videos available.

Quest: Skills for Growing

Quest International
PO Box 4850
Newark, OH 43055-4850
(800) 446-2700

Grades: k-5

▲ Very attractive materials with strong emphasis on cooperative learning. Well-organized with much attention to concerns of educators, including infusing curriculum into other subject areas. Strong community service component can offer valuable practice in goal-setting and decision-making. Includes material on tobacco, alcohol and drugs.

▼ Despite strengths of program, its length (40-120 lessons a year), as well as its slow progress through skill areas, raise concern that essential drug prevention material might get lost.

□ Curriculum includes instruction on how to adapt activities to different cultural groups. Translated into Swedish and Norwegian; Spanish supplement. Family activity books and meetings at each grade level. Tips for involving community. Background material on reinforcing program school-wide; administrator's guide. Kindergarten through 6th grade violence prevention curriculum at extra cost.

Quest: Skills for Adolescence

(see Skills for Growing)
(800) 446-2700

Grades: 6-8

▲ Over 100-session curriculum which can be implemented as a 9 week minicourse or a 3 year program. Very attractive materials with strong emphasis on cooperative learning. Well-organized and prepared for teachers. Tips for infusing curriculum into other subject areas. Teacher's resource book is a good reference. Includes information about tobacco, alcohol and drugs.

▼ As with *Skills for Growing*, length of program and sometimes incomplete coverage of skills might result in lower effectiveness. Role plays in small groups allow more students to practice, but provide less feedback than can be gotten from a full-class activity.

□ Curriculum includes instruction on how to adapt activities to different cultural groups. Translated into 10 languages. Separate violence prevention curriculum.

Quest: Skills for Action

(see Skills for Growing)

(800) 446-2700

Grades: 9-12

▲ The most recent *Quest* curriculum, developed in 1995. Addresses drugs and violence and emphasizes personal and social responsibility. The classroom based program covers personal and social skills, with a unique focus on the application of skills through a student-selected community service project. Contains 33 core sessions as well as a 15 session curriculum on tobacco, alcohol and drugs. Some sessions require more than one class period.

▼ Depending on the energy and commitment of the teacher, the community service project format has potential as a powerful vehicle for skills training and skills application. However, a class might encounter feasibility problems, depending on the project it selected. As with other *Quest* programs, reviewers are concerned about length of program.

□ Translated into Dutch. Includes a violence prevention curriculum.

Science for Life and Living

Kendall-Hunt Publishing Co.

4050 Westmark Drive

Dubuque, IA 52004-1840

(800) 542-6657

Grades: k-6

▲ Science program to be taught 3 times a week. Covers resistance and life skills training. Curriculum combines decision making, problem solving and scientific analysis. Very well-organized with good guidance about possible modifications if time is limited. Material especially relevant to drug education appears in grades 4 and 6. Includes information about tobacco, alcohol and drugs. Detailed instructions for teachers in every lesson. Emphasis on cooperative learning. Attractive materials.

▼ Hard-cover textbooks increase cost of program. Different personal and social skills taught in different years. Raises concern that inconsistent coverage of material may lessen effectiveness of skill development.

□ Thoughtful discussion of gender equity. Adequate instruction for teaching different cultural groups. Activity kits available. Tips for involving families; guide for school-wide activities.



Teenage Health Teaching Modules

Education Development Center, Inc.

55 Chapel Street

Newton, MA 02158-1060

(800) 225-4276

Grades: 6-12

▲ Well-organized program (40 to 70 sessions per year) containing material on tobacco, alcohol and drugs. Emphasizes resistance, personal and social skills. More focus on refusal skills in grades 7-8; teachers in later grades encouraged to repeat those lessons if their students need more training. Detailed instructions for teachers including time needed for each activity. Emphasis on cooperative and small group learning.

▼ Length causes concern that essential material may be omitted. Manual for grades 9-10 gives guidance on how to abbreviate curriculum although shortened curriculum still contains 45 sessions.

□ Tips on making curriculum culturally appropriate. Optional community service projects. Homework assignments for families. Material on HIV/AIDS and violence prevention.



Comprehensive Health Programs

General Information

A excellent														
B good														
C satisfactory														
poor														
F very poor														
	Actions for Health	Comprehensive Health	Discover: Decisions for Health	Entering Adulthood	Great Body Shop	Growing Healthy	Health Skills for Life	Know Your Body	Michigan Model	Quest: Skills for Growing	Quest: Skills for Adolescence	Quest: Skills for Action	Science for Life and Living	Teenage Health Teaching Modules
Grade Level	k-6	5-9	7-12	9-12	k-6	k-6	k-12	k-6	k-8	k-5	6-8	9-12	k-6	6-12
Year Created	1994	1989	1993	1989	1987	1978	1982	1975	1984	1990	1985	1995	1992	1981
Year Revised		1996		1996	1996	1996	1994	1995	1995		1992			1996
Cost	\$235	\$515	7-8 \$600 9-12 \$800	*	\$210	\$300 – \$750	\$160 – \$240	\$65	\$240	\$470**	\$572**	\$523**	\$739 – \$1,527	\$300
Developmental Appropriateness	B	B	C	B	B	B	C	B	A	B	B	B	B	A
Ease of Administration	B	A	C	B	B	B	C	C	B	A	A	B	A	B
Teacher Training	O	O	O	O	SR	R	SR	SR	SR	R	R	R	O	SR
Role Plays	B	B		C	C	C	B	C	A	B	A	B	B	B
Program Quality	B	B	C	B	B	B	C	B	A	C	C	B	C	B

24

* This program, currently unavailable to new purchasers, will be replaced in September 1996 by *Choosing Health High School*.

** Includes required training.

How Extensive is Coverage of Awareness and Resistance Skills?

26

Comprehensive Health Programs

How Extensive is Coverage of Life Skills?

	Actions for Health	Comprehensive Health	Discover: Decisions for Health	Entering Adulthood	Great Body Shop	Growing Healthy	Health Skills for Life	Know Your Body	Michigan Model	Quest: Skills for Growing	Quest: Skills for Adolescence	Quest: Skills for Action	Science for Life and Living	Teenage Health Teaching Modules
5	extensive coverage													
4	above average coverage													
3	sufficient coverage													
2	minimal coverage													
1	no coverage													
Grade Level	k-6	5-9	7-12	9-12	k-6	k-6	k-12	k-6	k-8	k-5	6-8	9-12	k-6	6-12
Self Esteem	5	5	4	5	3	5	4	4	5	3	5	5		3
Decision Making	4	4	4	4	4	5	5	4	5	4	4	5	4	4
Stress Management	5	3	3	4	4	3	4	3	5	3	5	4	3	5
Communication Skills	4	5	3	4	3		4	4	5	3	4	5	4	3
Social Skills	4	5	3	5		1	4	3	5	3	5	5	3	3
Assertiveness Skills	4	1	3	5	3	3	3	4	3	1	3	4	5	3

K-12 Drug Prevention Programs Program Descriptions

BABES

BABESWORLD, Inc.
33 East Forest
Detroit, MI 48201
(800) 452-2237

Grades: p-12

▲ Attractive, 7 session per year program promoting development of personal skills. Curriculum in cartoon, storybook format. Good tips on implementation, developmental issues; seems especially appropriate for k-6.

▼ Cartoon format somewhat juvenile for 9th-12th grade. Layout not easy to use: text without headings or bold-faced print. Reviewers only received 5 sample lessons of entire curriculum and were therefore unable to assess content adequately.

□ Provides minimal instruction to facilitate culturally sensitive implementation. Includes BABESTART, a group treatment program for families with substance abuse problems and BABESKIDS, a support group for children from chemically dependent homes.

Choosing for Yourself II

Innovative Learning Group
975 Walnut Street, Suite 342
Cary, NC 27511
(800) 243-9169

Grades: k-12

▲ Experiential learning in 5 areas: self-awareness, communication skills, drug information, decision-making and choosing alternatives. Taught at each grade level in 20 lessons per year. Four modules for different grade levels (K-3, 4-6, 6-8, 9-12). Heavy emphasis on information about tobacco, alcohol and drugs. K-3 curriculum follows same mythical creatures through stories and lesson activities. Provides material on conflict resolution and violence prevention.

▼ Some lessons only touch the surface of skill areas and fail to fully develop these skills. Instructions for teachers are sketchy at times. Sequence of lessons not always logical. Minimal instructions for teachers on cultural sensitivity.

□ Includes family homework assignments, lessons on coping with family alcoholism, ways of involving the community, plus suggestions for infusion.

D.A.R.E.

(Drug Abuse Resistance Education)
D.A.R.E. America
PO Box 2090
Los Angeles, CA 90051-0090
(800) 223-DARE

Grades: k-12

▲ Appealing curriculum covering smoking, drinking and drugs, taught by uniformed police officers. Officer visits to classrooms in k-4, 17 core lessons in 5th or 6th grade, 10 lessons in junior high/middle school, and 6 lessons followed by 3 teacher-led lessons in high school. The core lessons, revised in 1994, cover important prevention elements, including skill development. Student anti-drug essays and graduation at end of core session. This 1994 revision of the 5th or 6th grade curriculum has not been evaluated in research studies.

▼ Sequence of lessons somewhat illogical. Middle and high school curriculum not well focused on skill development. Concern that not all students receive follow-up beyond core curriculum.

□ Curriculum has been translated into Spanish, and videos are available in English and Spanish. Workbook is available in Braille. Many extras, including a stuffed lion named Daren; safety lessons in the early grades; infusion guide with supplemental activities for teachers and community after-school activities.



Discover: Skills for Life

American Guidance Service, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796
(800) 328-2560 Grades: k-12

● Life skills program with a clear no-use message. Colorful materials; good instructional tip sheets on interactive techniques. Twenty to 30 lessons per year focus on drugs and violence.

Extensive information about tobacco, alcohol and drugs. Lesson plans very well organized for teachers, particularly in k-6.

▼ Lesson plans heavy on text in middle and high school. During these later grades, the emphasis on abstract concepts with less attention to skills training and practice may limit effectiveness. Instructions for role plays better in k-6 than in later grades. Required student materials add to cost of program.

□ Ethnic models in photos. Available in Spanish. Includes family activities and tips for community involvement. HIV/AIDS prevention integrated into the program. Videos available.

Here's Looking At You 2000

C.H.E.F.
22323 Pacific Highway S.
Seattle, WA 98198
(800) 323-2433 Grades: k-12

● Well-organized personal and social skills training curriculum emphasizing cooperative learning. Fifteen to 30 sessions per year. Extensive background information for teachers. Excellent coverage of refusal skills. Teaches social resistance skills within the context of personal and social skills training. Very appealing activities. Good use of role plays.

▼ Although program developers stress importance of teaching every lesson, program may be too long to teach in its entirety. Very little guidance on what is essential. By presenting options for coverage of refusal skills, important material might be hurried through or missed. Sharing resource kits may be difficult.

□ Very attractive resource kits include books, videos, games, puppets, puzzles and detailed teacher's guide. Includes a family newsletter, homework assignments, student knowledge surveys, a student magazine and suggestions for infusion. Tips for reaching low achieving students. Extra components on violence prevention, family involvement and community service activities.

Learning About Alcohol and Other Drugs

CASPAR Alcohol and Drug Education Program
226 Highland Avenue
Somerville, MA 02143
(617) 623-2080 Grades: k-12

● Six to 10 alcohol and 6 to 10 drug lessons for each grade level. Curriculum addresses family alcoholism, and is intolerant of drunkenness. Flexible program gives teacher choice of lessons in each unit, and provides guidance about what is essential to prevention.

▼ Program contains no-use message for drugs and tobacco, but not for alcohol. Curriculum at times spends excessive effort presenting a tolerant view of alcohol use. Information about alcohol sometimes overwhelming. Instructions for interactive teaching techniques are not consistently clear.

□ Recognizes cultural differences in use of alcohol, but instructions on presenting material in a culturally sensitive way are minimal. Extras include puppets and videos.

Learning to Live Drug Free

National Clearinghouse for Alcohol and Drug Information
Department CPI
Box 2345
Rockville, MD 20852
(301) 729-6686

Grades: k-12

Produced by U.S. Department of Education for free distribution to schools. Curriculum divided into 4 modules (k-3, 4-6, 7-8, and 9-12) with 8 to 12 lesson plans for each module. Lessons designed for infusion with other subjects. Extensive background information on developmental issues. Considerable emphasis on information on drugs, drug laws and effects of drug use on society.

Sequence of lessons weak. One page lesson plans sketchy and brief. Introduction emphasizes normative education but minimal follow-through in lesson plans.

This program could be useful as an outline for experienced teachers. Background material emphasizes importance of cultural sensitivity but gives little guidance on implementation. Suggestions for involving families and communities.

Project Oz

502 South Morris Avenue
Bloomington, IL 61701
(309) 827-0377

Grades: k-12

Lengthy drug, alcohol, tobacco and violence prevention curriculum, emphasizing life skills. Very flexible format, which provides teachers with numerous activities to choose from in each skill area; program could range between 20 and 140 sessions per year; choice is left to teacher. Extensive drug information component.

Some guidance on the most critical elements of the curriculum although no specific advice on which activities to teach, raising concern whether most important skills training activities will be covered. Instructions on discussions and role play inconsistent. Refusal skills activities sometimes focus on abstract concepts rather than skills training.

Contains some ethnic models in illustrations. Curriculum adapted to foster inclusion of students with learning and other disabilities. Extras include family homework assignments, material on HIV/AIDS and videos.

That's Life

Telesis Corporation
409 Camino Del Rio South, Suite 205
San Diego, CA 92108
(800) 542-2966

Grades: k-10

Personal and social skills training with emphasis on decision making. Twenty to 47 sessions per year. Extensive background material for teachers in each unit on prevention and identifying children at risk. Supplemental materials contain tips on classroom management.

Excessive information about tobacco, alcohol and drugs. Teaching materials emphasize skill concepts rather than skills training. Limited instruction to teachers and purpose of activities not always clear. Weak on normative education.

Includes materials for evaluation of student progress. Workbooks in Spanish. Components on violence and HIV/AIDS prevention. Program available on CD-ROM.

Note: Revised 11th and 12th grade curriculum available in late 1996.



K-12 Drug Prevention Programs

General Information

- A** excellent
- B** good
- C** satisfactory
- D** poor
- F** very poor

	BABES	Choosing for Yourself II	D.A.R.E.***	Discover: Skills for Life	Here's Looking at You 2000	Learning About Alcohol and Other Drugs	Learning to Live Drug Free	Project Oz	That's Life
Grade Level	preschool-12	k-12	k-12	k-12	k-12	k-12	k-12	k-12	k-10
Year Created	1977	1984	1981	1990-93	1986	1974	1989	1989	1986
Year Revised	1990	1993	1994	1996 (k-6)	1991	1995		1996	1995
Cost	\$650**	\$125	\$17	\$462	\$1000	k-6 \$200 7-10 \$125	free	\$100	\$170
Developmental Appropriateness	B	C	B	B	B	B	B	C	C
Ease of Administration	C	B	A	C	B	B	B	B	C
Teacher Training	R	SR	R****	O	SR	SR	NA	SR	SR
Role Plays	*	C	B		B	C	B	C	
Program Quality	*		k-4 C 5, 6 B 7-12 C	C	B	C	C	C	C

* Insufficient curriculum material provided to assess content and coverage.

** Includes required training

*** The reviewers assessed the 1994 revised version of the 5, 6 core curriculum.

**** D.A.R.E officers trained at no cost to schools.

K-12 Drug Prevention Programs

How Extensive is Coverage of Awareness and Resistance Skills?

	5 extensive coverage 4 above average coverage 3 sufficient coverage minimal coverage 1 no coverage								
	BALES	Choosing for Yourself II	D.A.R.E.	Discover: Skills for Life	Here's Looking at You 2000	Learning About Alcohol and Other Drugs	Learning to Live Drug Free	Project Oz	That's Life
Grade Level	preschool-12	k-12	k-12	k-12	k-12	k-12	k-12	k-12	k-10
Normative Education	*		4	3	4	4	1	3	1
Awareness of Social Influences	*	3	4	4	4	5	4	5	5
Advertising Pressures	*	3	3	3	4	4	4	3	3
Refusal Skills	*		4		5	4			3

* Insufficient curriculum material provided to assess content and coverage.

K-12 Drug Prevention Programs

How Extensive is Coverage of Life Skills?

- 5** extensive coverage
- 4** above average coverage
- 3** sufficient coverage
- minimal coverage
- 1** no coverage

	BABES	Choosing for Yourself II	D.A.R.E.	Discover: Skills for Life	Here's Looking at You 2000	Learning About Alcohol and Other Drugs	Learning to Live Drug Free	Project Oz	That's Life
Grade Level	preschool-12	k-12	k-12	k-12	k-12	k-12	k-12	k-12	k-10
Self Esteem	*	4	4	5	4	1	3	5	4
Decision Making	*	4	3	5	4	5	4	5	5
Stress Management	*	3	4	4	3	5	4	5	3
Communication Skills	*	3	1	4		1	1	5	5
Social Skills	*		3	4	4	1	3	4	5
Assertiveness Skills	*	5	3	5	4	4	3	5	4

* Insufficient curriculum material provided to assess content and coverage.

Elementary and Middle School Drug Prevention Programs

Program Descriptions

Counter Act

Hazelden Publishing and Education
PO Box 176
Center City, MN 55012-0176
(800) 328-9000 Grades: 4, 5 or 6

▲ Attractive 6 session program covering tobacco and alcohol, designed to be delivered by police officers. Colorful and well-designed slide presentation format. Material emphasizes recognizing influences and resistance skills training. Background tips for working with teachers, discipline and classroom management.

▼ More appropriate for 6th than 4th graders. Complex "circle technique" for interactive teaching depends on experienced provider. Instructions for interactive teaching techniques generally lack detail and follow-through. Number of lessons may be inadequate to teach necessary skills.

□ Family component with homework assignments. Lesson on violence, one session for parents.

Facts, Feelings, Family and Friends

Johnson Institute
7205 Ohms Lane, Suite 200
Minneapolis, MN 55439-2159
(800) 231-5165 Grades: k-6

▲ A life skills development program with approximately 20 sessions a year. Designed to be used before *From Peer Pressure to Peer Support* (Grades 7-12). Covers tobacco, alcohol and drugs. Strong emphasis on cooperative learning. Very good background information on drugs and key elements of prevention. Curriculum is organized around idea of helping kids help other kids stay off drugs. Good material on normative education.

▼ Refusal skills training is not well developed, particularly in 6th grade. Minimal use of role plays.

□ Includes discussion of needs of special education students, a community service project, a companion program and materials for parents and evaluation materials for students.

Growing Up Strong

University of Oklahoma
555 Constitution, Suite 221
Norman, OK 73072-7820
(800) 522-0772, ext. 1446 Grades: p-6

▲ A mental health promotion curriculum with daily sessions on drug use and other health issues. Extensive information for teachers on classroom management. Students form clubs in 5th and 6th grades which could provide a positive group norm at a time when students are increasingly aware of peer attitudes and social acceptance.

▼ Sketchy instructions for teachers, particularly for the upper grades, making it questionable that the program will improve skills. Weak instruction regarding normative education. Poor sequencing of lessons.

□ Behavioral checklist to measure student progress. Computer software on drug information. Spanish and Native American supplements. Some material translated into Spanish. Extras include a family component, puppets, dolls, awards, buttons and magnets.

Growing Up Well

Chestnut Health Systems
Lighthouse Institute
702 West Chestnut
Evanston, IL 61701
(309) 829-2434 Grades: k-8

▲ Four to 5 sessions a year emphasizing information on tobacco, alcohol and drugs, refusal skills training and personal self-management. The k-3 program seeks to make students aware of potential dangers and give them a sense that they can control some dangers. The 4-6 program works to increase understanding of self and the pressures students will encounter. The 7-8 program promotes general life skills. No-use message for students on alcohol.

▼ Sequence of lessons not consistent; some lessons try to cover too many skill areas. Excessive detail in some lessons could make teachers resort to lecturing. Number of lessons may be inadequate to teach necessary skills.

□ Instruction for handling sensitive issues such as personal disclosures. Eight animal puppets available at extra cost.

I'm Special

The Drug Education Center

1117 East Morehead Street, Suite 200

Charlotte, NC 28204

(704) 375-3784

Grades: 3 or 4

▲ Eight session program designed to enhance self-esteem, self-management, communication and social skills, with one lesson covering refusal skills and drug information. Teacher to select from a menu of interactive activities. Complete overview of teaching techniques in introduction. Clear instructions for discussions and brainstorming. Good tips on discipline.

▼ Weak on role playing. Brevity of program causes concern that material is inadequate to develop necessary skills.

□ Lots of alternative activities. Multi-ethnic students in photographs but minimal instructions for cultural sensitivity. Suggestions for infusion.

McGruff

Drug Prevention and Child Protection Program

PO Box 1066

DeSoto, TX 75123-1066

(800) 854-2151

Grades: p-6

▲ Thirty-two weekly 10-15 minute sessions on safety, child abuse, tobacco, alcohol and drugs. Tapes and songs featuring McGruff, the National Crime Prevention dog. Lessons based on scripts for interacting with appealing McGruff puppet.

▼ Emphasis on "just say no", but limited instruction for teaching refusal skills. Sequence of lessons weak. Teacher materials dull. Program simplistic; reviewer had difficulty with cheerful songs on scary subjects.

□ Program to be used as part of community-wide campaign (including media spots).

Paper People

The Knopf Company

1126 South Main Street

Plymouth, MI 48170-2214

(800) 420-4343

Grades: p-3

▲ Eight session curriculum to be implemented in one year, emphasizing self esteem and decision making, with some attention to stress management, communication skills and advertising. Brief attention to tobacco and alcohol. Relies on paper bag puppets, which each child makes. Good organization, lesson summaries and rationale statements for teachers. Objectives of activities very clear. Extensive background on identifying and helping high risk students. Developmentally appropriate for young students.

▼ Materials not very colorful. Number of lessons may be inadequate to teach necessary skills.

□ Strong emphasis on identifying and helping children of alcoholics. Cassette with Paper People song. Tips for involving parents. Parent handouts.

Positive Action

321 Eastland Drive
Twin Falls, ID 83301
(800) 345-2974

Grades: k-8

● Extensive program involving daily 15-30 minute lessons. Strong emphasis on self-control and positive self-image with assumption that positive behaviors will follow. Unique program using stories and scripts read in class to prompt discussions and make points. Very well prepared for teachers, although lots of text in each lesson. Drug education supplements for grades 5 and 6.

▼ While this program has many appealing features, major concerns of reviewers centered on the curriculum's emphasis on concepts and cognitive skills rather than interpersonal skills training, as well as its use of scare tactics.

○ Very attractive materials. Lots of extras: family kits, principal's kit, puppets, posters and audio cassettes. Ongoing support offered through toll-free number.

Project Charlie

6425 Nicollet Avenue S.
Richfield, MN 55423
(800) 279-5437

Grades: k-6

● Elementary program with a clear no-use message. Emphasizes the importance of basic values such as honesty, integrity, respect for self and other, cooperation and kindness. Four units on self-awareness, relationships, decision making and chemical use covered in primary and intermediate grades with 8-26 lessons per unit. Approximately 40 sessions per year. Extensive information about tobacco, alcohol and drugs as well as resistance skills within the context of personal and social skills.

▼ Menu of alternative activities for each session. Not all activities equally appropriate or useful for skill development. Success depends on what teacher chooses to implement, with little guidance to teachers concerning critical elements of prevention.

○ Session on stereotypes and prejudice, though minimal instruction on making other lessons culturally sensitive.

Starting Early

AAA Traffic Safety Services
1000 AAA Drive
Heathrow, FL 32746-5063
(407) 444-7912

Grades: k-6

▲ Five sessions per grade focusing on alcohol and traffic safety. Emphasizes alcohol knowledge, influences to drink, and reasons for using and not using alcohol. Designed to give students age-appropriate information about alcohol on which they can base later decisions about alcohol use. Uses terms "safe" and "not safe" to describe behaviors, rather than "right" and "wrong". A few lessons for younger children on healthy and unhealthy food and drink.

▼ Teacher's materials lack visual appeal. Inconsistent in terms of developmental appropriateness. Normative education activities not processed well. Number of lessons may be inadequate to teach necessary skills.

○ Relies heavily on short films which were not assessed by reviewer. Includes take-home materials for families and game boards.



Elementary and Middle School Drug Prevention Programs

General Information

- A** excellent
- B** good
- C** satisfactory
- D** poor
- F** very poor

	Counter Act	Facts, Feelings, Family and Friends	Growing Up Strong	Growing Up Well	I'm Special	McGruff	Paper People	Positive Action	Project Charlie	Starting Early
Grade Level	4, 5 or 6	k-6	preschool-6	k-8	3 or 4	preschool-6	preschool-3	k-8	k-6	k-6
Year Created	1989	1991	1983	1995	1980	1986	1987	1982	1976	1982
Year Revised	1995		1988/89		1992	1995	1995	varies w/grade	1992	
Cost	\$465	\$30	\$25	k-3 \$385 4-6 \$195 7-8 \$138	\$25	\$155	\$199	k \$350 1-8 \$250	\$35	\$24
Developmental Appropriateness	B	C	C	C	B	C	A	C	B	C
Ease of Administration	B	B	C	C	B	C	A	B	B	B
Teacher Training	SR	O	SR	O	O	SR	O	SR	SR	NA
Role Plays	C		F	C	B		C		C	
Program Quality		C		C	C		C	C	C	

Elementary and Middle School Drug Prevention Programs

How Extensive is Coverage of Awareness and Resistance Skills?

5 extensive coverage										
4 above average coverage										
3 sufficient coverage										
2 minimal coverage										
1 no coverage										
	Counter Act	Facts, Feelings, Family and Friends	Growing Up Strong	Growing Up Well	I'm Special	McGruff	Paper People	Positive Action	Project Charlie	Starting Early
Grade Level	4, 5 or 6	k-6	preschool-6	k-8	3 or 4	preschool-6	preschool-3	k-8	k-6	k-6
Normative Education	2	4	2	2	2	1	1	5	1	2
Awareness of Social Influences	3	4	3	4	1	2	1	4	3	3
Advertising Pressures	3	3	1	3	1	1	3	4	3	2
Refusal Skills	3	2	4	4	2	4	1	3	3	3

Elementary and Middle School Drug Prevention Programs

How Extensive is Coverage of Life Skills?

- 5** extensive coverage
- 4** above average coverage
- 3** sufficient coverage
- 2** minimal coverage
- 1** no coverage

	Counter Act	Facts, Feelings, Family and Friends	Growing Up Strong	Growing Up Well	I'm Special	McGruff	Paper People	Positive Action	Project Charlie	Starting Early
Grade Level	4, 5 or 6	k-6	preschool-6	k-8	3 or 4	preschool-6	preschool-3	k-8	k-6	k-6
Self Esteem	1	5	5	4	3	1	4	5	5	4
Decision Making	2	4	5	4	3	1	4	5	5	4
Stress Management	1	1	5	4	3	1	3	5	5	1
Communication Skills	1	1	3	1	3	1	3	3	4	1
Social Skills	1	4	3	3	2	1	1	3	5	1
Assertiveness Skills	1	3	1	3	1	1	2	1	5	1

Middle and High School Drug Prevention Programs

Program Descriptions

Al-Co-Hol

AAA Traffic Safety Services
1000 AAA Drive
Heathrow, FL 32746-5063
(404) 444-7912

Grades: 7-9

▲ Five session curriculum focusing on information about alcohol and decision making. Emphasis on drinking and driving issues. Uses competition throughout to stimulate student interest. Relies on group discussions, values clarification and role playing.

▼ Role playing used more to facilitate discussion about decision making than to practice refusal skills. Detail in lesson plans can be overwhelming, particularly technical information on the effects of alcohol. Little emphasis on social resistance skills training. Instructions to teachers sometimes inadequate. Curriculum may be too short to teach necessary skills.

□ Games.

54

Alcohol Misuse Prevention Program (Series II)

University of Michigan
Institute for Social Research
Room 2349
Ann Arbor, MI 48106-1248
(313) 747-0587

Grades: 6-8

▲ Clever program, with original activities, focusing on alcohol use prevention. Includes well-developed normative education; emphasis on recognizing influences and refusal skills. Original and revised programs both available; however, revised program stronger and better organized for teachers with 8 sessions (6th grade), 5 sessions (7th), 4 sessions (8th). Recommends implementation in 2-week period, though may be spread out. Uses role plays effectively. (Scores on charts reflect assessment of revised program.)

▼ Concern about brevity of program. Number of lessons may be inadequate to teach necessary skills. Minimal background material for teachers.

□ Excellent parent component involving homework. Includes posters and videos.

Drug Proof

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014-1796
(800) 328-2560

Grades: 6-8

▲ Flexible, 39 lesson program on tobacco, alcohol and drug resistance. Broad coverage of prevention elements. Nicely organized curriculum. Each lesson consists of core content, small group discussion and an "activity bank." Includes list of state and national drug information resources.

▼ Teachers given a menu of activities in each lesson, raising concern that essential material might be skipped. Weak instructions for role plays and class discussions.

□ Some instructions for presenting material in culturally sensitive way. Tips for identifying and helping isolated or unpopular students. Tips for involving families. Audio cassettes for use with students at low reading level, with hearing loss or visual impairment, or for varied presentation. Posters available.

From Peer Pressure to Peer Support

Johnson Institute
7151 Metro Blvd.
Minneapolis, MN 55439-2122
(800) 231-5165

Grades: 7-12

▲ Innovative, 20 session per year program covering resistance skills, self esteem, decision making, stress management, communication skills, social skills and assertiveness skills. Covers alcohol, tobacco and drugs. Emphasis on peer group process. Very good background information for teachers.

▼ Number of activities causes concern that teacher may omit essential prevention material. Reading level high for 7th and 8th grade students; more appropriate for high school. Emphasis on cooperation and group work in background information, but little detailed instruction for teachers on how to implement activities themselves.

□ Includes a community service project, companion program for parents and tests for students.

55

Healthy for Life

Pacific Institute for Research and
Evaluation
617 N. Segoe Road, Suite 200
Madison, WI 53705
(608) 231-2334 Grades: 6-8

▲ New curriculum emphasizing resistance skills training in a thorough, straight-forward way. Excellent material on normative education and community service. Complete background information. Relies heavily on intensively trained peer leaders elected by class. Covers nutrition, tobacco, alcohol, marijuana and sexuality in three 4-week segments which total 56 sessions.

▼ Some rough spots in this curriculum; may be difficult to complete some sessions in time allotted. Dense material in teacher's manual requires careful reading, which may affect ease of implementation.

□ Includes parent activity sheets, newsletters, homework assignments and a peer leader guide. Features a health advocacy event designed and implemented by students, parents and the community.

★ Life Skills Training

Princeton Health Press
115 Wall Street
Princeton, NJ 08540
(609) 921-0540 Grades: 6-8 or 7-9

▲ State-of-the-art curriculum focusing on resistance skills training within the context of broader personal and social skills. Fifteen session core program in 6th or 7th grade with 10 and 8 booster sessions in the 2 following grades. Focuses on tobacco, alcohol and marijuana. Very well-organized and complete. Good use of interactive techniques.

▼ Teacher training in interactive techniques would help maintain student interest.

□ Revised for use with urban African American and Hispanic youth. More published evaluations than any other curriculum. Program shown to be effective with white, African-American and Hispanic youth. Frequent updates. Includes a relaxation training tape.

Ombudsman

The Drug Education Center
1117 East Morehead Street, Suite 200
Charlotte, NC 28204
(704) 375-3784 Grades: 5-9

▲ Twice-a-week, 1 semester curriculum with large menu of activities. Many lessons focusing on self esteem, decision making, stress management and communication. Information on tobacco, alcohol and drugs. Role plays emphasize understanding others' feelings rather than skills practice.

▼ Given large menu of activities, teachers may not choose those which are most effective and might neglect to teach key prevention skills. Minimal instruction regarding normative education.

□ Good instruction for presenting material in a culturally sensitive way. Four lessons specifically dealing with ethnic differences, stereotyping and discrimination. Materials to encourage family involvement. Excellent community outreach project. Violence prevention activities.

★ Project ALERT

Best Foundation
725 S. Figueroa Street, Suite 1615
Los Angeles, CA 90017
(800) ALERT-10 Grades: 6,7 or 7,8

▲ Two-year curriculum (11 sessions in first year, 3 in second) emphasizing development of resistance skills. Covers alcohol, tobacco and drugs. Good material on normative education. Skills for resisting perceived or internal pressure as well as overt peer pressure. Well-organized with detailed instructions for teachers. Frequent updates. Recently added session on inhalants.

▼ The brevity of this program may cause effects to be lost. Curriculum needs to be reinforced with longer followup.

□ Manual for using peers as team leaders. Optional lessons on smoking cessation. Posters and classroom videos. Teacher orientation; demonstration videos; toll-free technical assistance phone line. Multi-ethnic models used in curriculum materials and videos, but limited instructions on presenting material in a culturally sensitive way.

Project All-Stars

Tanglewood Research
PO Box 1772
Clemmons, NC 27012-1772
(800) 826-4539 Grades: 6 or 7

▲ Unique new curriculum with primary attention to normative education. Strong emphasis on character development, discussions, games and debates, but not role play. Two versions of program: one (24 sessions) relies on trained specialists from outside agencies (police, mental health professionals or substance abuse prevention specialists) with trained teachers in assistance; the other (35 sessions) relies on implementation by teacher in 25 minute homeroom periods. No-use pledge and graduation at end of program.

▼ Many one on one meetings and extensive post-session analysis required. Concern that 14 sessions of normative education might become boring for adolescents. Materials not very colorful.

□ Family homework assignments. Infusion training manual.



Project Northland

University of Minnesota
1300 South Second Street, Suite 300
Minneapolis, MN 55454-1015
(612) 624-0057 Grades: 6-8

▲ Creative new program focusing on alcohol use and abuse. Eight sessions per year. Many clever activities. Emphasis on resistance techniques and decision making. Sixth grade curriculum well integrated with family take-home assignments. Whole program works to set a norm that drinking is not cool. Many appealing age appropriate elements. Lots of opportunity for role playing. Well organized for teachers.

▼ Curriculum appears developed with suburban or rural students in mind — would need some adjustment for urban students. Some concern about brevity. Schools should consider ways to reinforce material.

□ Comic book materials full of colorful characters. Well-structured peer led component. Audiotapes in 7th/8th grade. Includes a no-use pledge.

Setting Norms for Refusal

Center for Health Promotion
University of Texas at Houston Health
Science Center
P.O. Box 20186
Houston, TX 77225
(512) 471-5801 Grades: 6, 7 or 8

▲ Fifteen session curriculum emphasizing development of effective techniques for resisting negative influences, including peer pressure. Focuses on smoking, drinking and marijuana. Uses video with 11 separate role playing scenarios for students to practice skills. Video designed to help teacher manage classroom and control role play activities.

▼ No information about drugs. Minimal instructions for encouraging discussion and small group work. Teacher's materials not very engaging. Lesson formats and activities for refusal skills sessions highly redundant.

□ Video with multi-ethnic models, especially Hispanic, not assessed.



Social Competence Promotion Program for Young Adolescents

Department of Psychology (MC 285)
The University of Illinois at Chicago
1007 West Harrison Street
Chicago, IL 60607-7137
(312) 413-1012 Grades: 5, 6 or 7

▲ Twenty-seven session program based on a strong interpersonal cognitive problem-solving model. Additional 9 sessions on drug abuse prevention. Goes carefully through skills training with more opportunities for practice as curriculum progresses.

▼ Drug component contains activities not essential to prevention, with insufficient time spent on resistance skills training. Teachers' materials lack visual appeal.

□ Has been taught to students with diverse cultural backgrounds. Includes some instructions for presenting material in a culturally sensitive way. Some materials and handouts in Spanish. Tips for promoting family involvement; homework assignments. Components on teen pregnancy and HIV/AIDS prevention. Posters and videos.



STAR

(Students Taught Awareness
and Resistance)

Institute for Prevention Research, USC
1540 Alcazar Street, CHP 207
Los Angeles, CA 90033
(213) 342-2600

Grades: 5-8

▲ Two-year program with 10 to 13 sessions in the first year and 5 in the second. Focuses primarily on development of resistance skills. Powerful material on normative education. Detailed instructions for role play; extensive discussion of problems teachers may encounter. Good background material on drugs with emphasis on short term effects.

▼ Brief program. Materials lack visual appeal. Would require a dynamic teacher to bring it to life.

◻ Homework assignments with parents as well as community. Uses peer leaders; provides peer leader training. Parent-student workbook translated into Spanish and Vietnamese. Filmstrip to demonstrate alcohol and tobacco advertising techniques. I-STAR, revised in 1995, is used in Indianapolis, IN (317) 974-2000

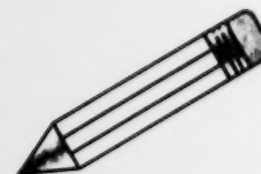
Talking With Your Students About Alcohol

Prevention Research Institute
841 Corporate Drive, Suite 300
Lexington, KY 40503
(800) 922-9489

Grades: 5-12

▲ Five introductory lessons in grade 5 or 6; eleven sessions per year thereafter. Teaches students to assess their risk for alcoholism by considering their family risk, values, religion and reaction to alcohol. Strong emphasis on information about alcohol and alcoholism. Does not provide no-use message, but makes clear that getting drunk is always high risk. Well thought-out normative education.

▼ Overly sophisticated and complex at times, with research findings concerning alcohol and alcoholism presented to students in lecture form. Employs lecture presentation frequently which may cause students to lose interest. Basis for risk assessment is not well-grounded and may mislead students.



◻ Emphasis on community service. Program originally for families; later expanded for use in schools. Ethnic models in materials, but little instruction concerning cultural sensitivity. Slides included for classroom presentation.

Middle and High School Drug Prevention Programs

General Information

	A excellent													
	B good													
	C satisfactory													
	poor													
	F very poor													
	Al Co Hol	Alcohol Misuse Prevention Program	Drug Proof	From Peer Pressure to Peer Support	Healthy for Life	Life Skills Training	Ombudsman	Project ALERT	Project All-Stars	Project Northland	Setting Norms for Refusal	Social Competence Promotion Program	STAR	Talking with Your Students About Alcohol
Grade Level	7-9	6-8	6-8	7-12	6-8	6-8 or 7-9	5-9	6, 7 or 7, 8	6, 7	6-8	6, 7 or 8	5, 6 or 7	5-8	5-12
Year Created	1978	1985	1994	1993	1988	1979	1975	1990	1994	1996	1986	1987	1984	1985
Year Revised		1992			1990	1996	1991	1995	1996		1989	1991	1995	1993
Cost	\$13	\$35	\$90	\$50	\$300	\$175-\$275	\$40	\$85*	\$295	not final	\$25	\$80	\$222	5-6 \$285 7-12 \$310
Developmental Appropriateness	B	B	B	B	B	B	C	A	C	A	C	A	A	C
Ease of Administration		B	B	B	C	B	B	A	C	B		B	B	C
Teacher Training	NA	NA	O	O	R	SR	SR	R	SR	SR	NA	SR	SR	R
Role Plays		B		B	B	B	C	A	none	A	B	B	A	C
Program Quality		A	C	C	B	A	C	A	C	A	C	C	A	C

* Includes required training.

Middle and High School Drug Prevention Programs

How Extensive is Coverage of Awareness and Resistance Skills?

	Al Co Hol	Alcohol Misuse Prevention Program	Drug Proof	From Peer Pressure to Peer Support	Healthy for Life	Life Skills Training	Ombudsman	Project ALERT	Project All-Stars	Project Northland	Setting Norms for Refusal	Social Competence Promotion Program	STAR	Talking with Your Students About Alcohol
5 extensive coverage 4 above average coverage 3 sufficient coverage minimal coverage 1 no coverage														
Grade Level	7-9	6-8	6-8	7-12	6-8	6-8 or 7-9	5-9	6,7 or 7,8	6,7	6-8	6,7 or 8	5,6 or 7	5-8	5-12
Normative Education		4		4	4	4	2	3	5	5	5	3	5	4
Awareness of Social Influences	1	5	4	4	5	3	4	4	1	4	4		4	4
Advertising Pressures		3	4	3	4	4	3	3	1	4	4	3	3	4
Refusal Skills	1	4	3	4	4	3	3	4	1	3	5	3	4	4

Middle and High School Drug Prevention Programs

How Extensive is Coverage of Life Skills?

- 5** extensive coverage
- 4** above average coverage
- 3** sufficient coverage
- 2** minimal coverage
- 1** no coverage

	Al Co Hol	Alcohol Misuse Prevention Program	Drug Proof	From Peer Pressure to Peer Support	Healthy for Life	Life Skills Training	Ombudsman	Project ALERT	Project All-Stars	Project Northland	Setting Norms for Refusal	Social Competence Promotion Program	STAR	Talking with Your Students About Alcohol
Grade Level	7-9	6-8	6-8	7-12	6-8	6-8 or 7-9	5-9	6,7 or 7,8	6,7	6-8	6,7 or 8	5, 6 or 7	5-8	5-12
Self Esteem	1	1	5	4	1	3	4	1	3	1	1	1	1	1
Decision Making	4	3	5	5	1	4	4	1		4	1	5	1	4
Stress Management	1	1	3	3	1	4	4	1	1	1	1	5	1	1
Communication Skills	1	1	3	4	2	3	4	1	1	1	1		1	1
Social Skills	1	1	3	4	4	4	3	1	1	1	1	1	3	1
Assertiveness Skills	1	1	3	4	3	4	3	3	1	1	1	3	1	1

Evaluation Studies

Programs on this chart were evaluated with pretest, post-test, control group designs that measured impact on tobacco, alcohol and/or drug use. These evaluations have been published in peer-reviewed journals which select only studies with solid research methodologies, eliminating those with serious flaws. Where possible, Drug Strategies elected to present all study results in percent reductions. Evaluators have confirmed that our summaries accurately reflect their findings.

Name of Program	Alcohol Misuse Prevention Program	D.A.R.E.	Growing Healthy	Know Your Body	Life Skills Training
Grade Level	6-8	k-12	k-6	k-6	6-8 or 7-9
Length of Longest Evaluation	2 years	2 years	2 years	6 years	6 years
# of Different Evaluations	1	4	1	1	10
Sample Size in Longest Evaluation	1,725 6th graders	1,334 5th & 6th graders in one recent study	30,000 4th-7th graders	1,105 4th graders	4,466 7th graders
Changes in Drug, Alcohol and Tobacco Use	Reduced misuse of alcohol in high risk students.	Numerous studies have yielded inconsistent findings.	Reduced tobacco use 29% by 9th grade.	Reduced tobacco use 73% in 9th grade.	Reduced smoking, alcohol and marijuana use at 7th grade post-test up to 50%-75%. By end of high school, results erode only slightly, with 44% reductions in tobacco, alcohol or marijuana use and 66% reduction in use of all three.
Duration of Behavioral Changes	2 years	Immediate post-test	2 years	6 years	6 years
Evaluated with Different Cultural Groups*	18% minority (14% B, 4.3% O)	46% minority (22% B, 9% H, 15% O) substantial minority samples in other studies, as well.	19% minority (15% B, 2% H, 2% O)	19% minority (14% B, 2% H, 5% O)	75% minority in 4 out of 10 studies: combination of B (11%-87%) and H (10%-74%)
Comments	Increased knowledge about alcohol.	No consistent results. Some studies showed impact on knowledge and attitudes about tobacco, alcohol and drugs, and more favorable attitudes toward police.	Significant impact on knowledge and attitudes related to health.	Greater reductions in use for males. Increased health knowledge (including cigarette and drug information) for 9 years. Positive effects on attitudes when examined at one year.	Significant impact on knowledge and attitudes about tobacco, alcohol and drugs at 3 years (6 year data on knowledge and attitudes not yet analyzed).

* B-Black
NA-Native American

A-Asian
O-Other

H-Hispanic

Evaluation Studies (Continued)

Name of Program	Project ALERT	Project Northland	Social Competence Promotion Program	STAR	Teenage Health Teaching Modules
Grade Level	6-7 or 7-8	6-8	5, 6 or 7	5-8	6-12
Length of Longest Evaluation	6 years	3 years	Immediate Post-test	3 years	Immediate Post-test
# of Different Evaluations	1	1	1	1	1
Sample Size in Longest Evaluation	3,852 7th graders	1,901 6th graders	282 6th & 7th graders	4,978 6th & 7th graders	4,806 junior and senior high students
Changes in Drug, Alcohol and Tobacco Use	Reduced drinking up to 50% at post-test. Reduced marijuana use 33-60% in 8th grade. Reduced tobacco use 17-55% in 8th grade.	Reduced tobacco and alcohol use 27%. Reduced tobacco use alone 37%. Reduced marijuana use 50%.	Reduced heavy alcohol use.	Reduced tobacco, alcohol and marijuana use 30% at one year.	Moderate reductions in tobacco, alcohol and drug use for senior high school students.
Duration of Behavioral Changes	15 months	3 years	Immediate post-test	3 years	Immediate post-test
Evaluated with Different Cultural Groups*	30% minority (10% A, 9% H, 8% B, 3% O)	5% minority (4% NA, 1% O)	73% minority (66% B, 6% H, 1% O)	22% minority (17% B, 2% H, 1% A, 2% O)	26% minority (12% H, 10% B, 3% A, 1% NA)
Comments	Some negative effects for high risk youth. Significant impact on attitudes; some effects on beliefs about harm of drugs and normative perceptions lasting 6 years.	Significant impact on perceived norms among students who did not drink at baseline.	Significant impact on intentions to use alcohol.	Study involved multi-component intervention (school, family, media). Significant impact on beliefs about drug use and norms at 1 1/2 year followup. More recent data not yet analyzed.	Significant impact on knowledge and attitudes related to health for junior and senior high school students.
	* B-Black NA-Native American	A-Asian O-Other	H-Hispanic		

Methodology for Making the Grade

As the first step in developing this guide, we conducted a complete search of the professional literature on drug prevention programs and reviewed earlier prevention guides which are listed under "Sources". In order to obtain the most current knowledge of prevention efficacy, we interviewed leading prevention experts actively engaged in research (see "Advisers" on inside back cover). Their views on the key elements of effective drug prevention education are reflected in the criteria we developed to assess the curricula included in *Making the Grade*.

To gain a practical perspective on classroom needs, we conducted a focus group with four teachers in New York City regarding their most important concerns about prevention curricula. We also interviewed six school administrators from different states who had purchased a prevention program within the past year to discuss the reasons for their selections.

Based on this research, we identified 47 school prevention programs that met three key criteria: the programs offer classroom education to prevent alcohol and/or drug use (some also cover tobacco); the programs are nationally available; and the distributors provided Drug Strategies curriculum materials for review. Five of the programs we identified targeted only alcohol use. We did not review programs that covered only tobacco use. One nationally available prevention program (*Me-Me*) chose not to participate.

To guide the review process, we convened a Prevention Research Panel comprised of five nationally recognized prevention experts. Working with the Panel, we developed a highly detailed, 52-item assessment coding manual which provided comprehensive measures for reviewing curricula content and coverage of key elements. In addition to overall measures of curricula, we rated individual lessons of each curriculum on (1) content, (2) purpose of role plays (affective vs. skills training),

(3) detailed instructions to teachers, (4) opportunities for practice, (5) developmental appropriateness, (6) appeal to students and (7) cultural sensitivity.

Using this manual, Dr. Linda Dusenbury, Clinical Associate Professor, Department of Public Health, Cornell University Medical College, assisted by Antonia Lake, Education Coordinator, Drug Strategies, assessed each program using five-point likert scales. Inter-rater reliability was good with 85 percent agreement.

In addition, reports of program evaluations were reviewed. Only ten of the 47 programs had published evaluations in peer-reviewed journals that used pretest, post-test, control group designs which measured actual changes in alcohol, tobacco, and/or drug use.

Some studies that met these criteria presented data in terms of percent reductions in use that occurred as a result of the program. Some studies

presented results in terms of effect sizes, a statistical calculation which allows a more standardized presentation of data than percent reductions. Some studies simply presented data in terms of statistically significant differences between the experimental and control groups. Where possible, Drug Strategies elected to present all study results in percent reductions. Program evaluators have confirmed that our summaries accurately reflect their findings.

The Prevention Research Panel reviewed all curriculum assessment measures, program descriptions and summary charts. The final guide, however, reflects the work of Drug Strategies, not the views of individual advisers.

A more detailed description of methodology as well as a complete list of sources may be obtained from Drug Strategies.

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A complete list of sources may be obtained from Drug Strategies

Index to Programs

Actions for Health	6, 10-12	Learning to Live Drug Free	15-18
Al Co Hol	25, 29-31	Life Skills Training	26, 29-32, 35
Alcohol Misuse Prevention Program	25, 29-32, 35	McGruff	20, 22-24
BABES	13, 16-18	Michigan Model	8, 10-12
Choosing for Yourself II	13, 16-18	Ombudsman	26, 29-31
Comprehensive Health for the Middle Grades	6, 10-12	Paper People	20, 22-24
Counter Act	19, 22-24	Positive Action	21-24
D.A.R.E.	13, 16-18, 32, 35	Project ALERT	26, 29-31, 33, 35
Discover: Skills for Life	14, 16-18	Project All-Stars	27, 29-31
Discover: Decisions for Health	6, 10-12	Project Charlie	21-24
Drug Proof	25, 29-31	Project Northland	27, 29-31, 33, 35
Entering Adulthood	6, 10-12	Project Oz	15-18
Facts, Feelings, Family and Friends	19, 22-24	Quest: Skills for Action	9, 10-12
From Peer Pressure to Peer Support	25, 29-31	Quest: Skills for Adolescence	8, 10-12
Great Body Shop	7, 10-12	Quest: Skills for Growing	8, 10-12
Growing Healthy	7, 10-12, 32, 35	Science for Life and Living	9-12
Growing Up Strong	19, 22-24	Setting Norms for Refusal	27, 29-31
Growing Up Well	19, 22-24	Social Competence Promotion Project	27, 29-31, 33, 35
Health Skills for Life	7, 10-12	STAR	28-31, 33, 35
Healthy for Life	26, 29-31	Starting Early	21-24
Here's Looking at You 2000	14, 16-18	Talking with Your Students About Alcohol	28-31
I'm Special	20, 22-24	Teenage Health Teaching Modules	9-12, 33, 35
Know Your Body	7, 10-12, 32, 35	That's Life	15-18
Learning About Alcohol and Other Drugs	14, 16-18		

Drug Strategies

The mission of Drug Strategies is to promote more effective approaches to the nation's drug problems and to support private and public initiatives that reduce the demand for drugs through prevention, education, treatment and law enforcement.

This project is guided by Drug Strategies Board of Directors as well as by a distinguished panel of experts from the fields of prevention, public health and education. We are grateful for their help and their wisdom. However, *Making the Grade* reflects the judgment of Drug Strategies alone, not necessarily the views of our advisers or funders.

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